

THE SCHOOL CURRICULUM

GENERAL

The aim of the school curriculum is to ensure that all pupils use and develop their potential and ability as fully as possible. Traditional, social, moral and academic education is provided and a wide variety of teaching methods and materials are used to ensure that the experience provided to pupils is broad and relevant to today's world. A link to our teaching & learning policy is here. **TEACHING & LEARNING POLICY**

Pupils who enter year 7 are allocated to form groups without reference to their ability and all subjects with the exception of mathematics are taught in mixed ability classes. The curriculum for year 7 pupils is as follows:

English, mathematics, French* or German, science, religious education, physical education, history, geography, art & design, food technology, textiles technology, design and technology, music, computer science, personal social health & economic education (PSHEE), citizenship and personal learning).

*All form groups start French for 2014 entry. Able linguists have the option to also study Spanish as a GCSE subject in Y10 & 11.

All subjects studied in year 7 are continued into year 8, with the exception of a specific Personal Learning lesson, although the use of these skills are incorporated into the curriculum of all subjects. In year 8, all pupils begin the study of Latin. Additionally, pupils are setted from year 8 for English and for science from year 9.

The compulsory subjects for year 10 pupils currently are **English language, English literature, mathematics, science, either French or German, religious education, physical education, careers education & guidance, PSHEE and citizenship.** The remaining course options for year 10 pupils are kept constantly under review but, in 2014-2015, are likely to include the following subjects:

Art and design, drama, French, geography, German, Spanish, history, Latin, music, religious studies, business & communication studies, computer science, health & social care, technology (product design), food, resistant materials or textiles.

In years 7 to 11 pupils have a total of 25 hours of teaching time in a week. The recommended minimum, set out in Department for Education Circular 7/90, for pupils in years 7 to 11 is 24 hrs per week.

NON EXAMINATION SUBJECTS

CAREERS EDUCATION & GUIDANCE (CEG)

The current programme at Spalding High School has been developed using the ACEG framework for work related education (ACEG 2012) and 'Statutory Guidance: Impartial Careers Education' (2013).

Careers education at Spalding High School is taught through the PSHEE Programme in lower school and through dedicated careers lessons in upper school and the lower sixth. The CEG programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their future. From Y10, the programme is taught by the Head of Careers and supported through subject specialist advice and form tutors. Pupils are encouraged to take part in enrichment activities such as work experience, enterprise activities, careers fairs, university visits and attend talks by visiting speakers.

The Head of Careers is available to talk to parents and pupils during parents' evenings to discuss option choices, higher education, further education and career options.

RELIGIOUS EDUCATION

In all years, religious education (which is non-denominational) and attendance at Assembly, which contains hymns and moral themes, are compulsory, but if parents wish to exercise their right of withdrawing their daughter or son from either or both, then they should consult the Headmistress so that arrangements can be made in specific circumstances.

SEX AND RELATIONSHIP EDUCATION (SRE)

Spalding High School believes in the partnership between caring adults - governors, teachers and parents, to ensure sensitive support for children and young people as they grow and mature in a challenging world. The school provides a setting in which young people can be offered appropriate teaching about SRE. The purpose is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect for others, and form and sustain healthy relationships.

SRE is taught from Y7-13 and has been developed from the recommendations identified by the steering group report 'Review of Sex and Relationships' (DCSF 2008). It is not taught in isolation but as part of the wider PSHEE and Citizenship programme. Aspects of the course are also taught in science and religious education lessons. It is further supported by visiting speakers such as the School Nurse and external theatre companies.

Parents have a right to withdraw their children from all, or part, of the SRE programme provided at the school, except for those parts included in the statutory national curriculum. Any parent who wishes to do so is asked to contact the Headmistress at the school. Parents can be reassured, however, that the SRE programme at Spalding High School has been designed so that it will complement and support their role as parents and that we offer opportunities for parents who wish to actively involve themselves in the determination of the school's policy. Copies of the full policy are available from the school office. The policy is reviewed by governors bi-annually.

DRUGS EDUCATION

Spalding High School strongly opposes both the misuse of drugs and alcohol by all members of the School community and the illegal supply of these substances. We are committed to the health and safety of our students and will take steps to safeguard their wellbeing. Pupils are involved in a drugs education programme as part of their PSHEE and science curricula.

SPECIAL EDUCATIONAL NEEDS (SEN)

We have developed and sustained a whole-school approach to provision for special educational needs. With the support of the SENCO, all teachers respond appropriately to the diverse learning needs of our pupils. Our commitment is to do all in our power to remove barriers to learning and participation.

Resources are used efficiently and effectively for the benefit of pupils thereby enabling them to move towards achieving their potential.

Parents are fully informed and involved in working with the school as programmes of study are implemented. When necessary, the SENCO maintains co-operative and constructive working relationships with a range of external agencies.

We follow the revised SEN Code of Practice which provides a clear framework for early identification, assessment and meeting of pupils' individual needs. We also fulfil our responsibilities under the SEN Disability Act 2001 which secured improved rights for disabled children.

Parents who would like further details or feel any cause for concern about their daughter or son should, in the first instance, contact the Deputy Headteacher at the school. A link to the full SEN policy on this School website is here. **SEN POLICY**

SPORT

At Spalding High, we provide sporting opportunities for all pupils of all abilities, through a wide range of extra curricular clubs, sporting festivals, house matches, leadership opportunities and inter school competitions.

We are extremely proud of our success in sport, both at a local level and nationally. We run teams in the traditional sports of netball, hockey, football, tennis, rounders, cricket, gymnastics and athletics; but also compete in horse riding, trampolining, basketball and indoor rowing.

We encourage healthy lifestyles, allow pupils to use our well equipped fitness suite at lunchtimes and we set fitness based challenges for pupils. Our aim is to engage pupils and promote life long physical activity and fitness.

GIFTED AND TALENTED

Definition

- Gifted learners are those who have exceptional abilities in one or more subjects in the statutory curriculum other than art and design, music, drama and PE.
- Talented learners have the ability to excel in practical skills such as sport, leadership and artistic performance.
- The term 'gifted and talented' is not to be understood as referring to the most able pupils in the national population, but the term should be viewed as relative as it refers to the top 5-10% of any school, regardless of the ability profile of pupils at the school.

Rationale

- To help our pupils to develop their skills and abilities intellectually, socially, physically, aesthetically and emotionally
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

Aims

The School Policy supports the following aims:

- the raising of aspirations
- high expectations of achievement
- greater enterprise, self-reliance and independence
- lessons that stimulate, engage, challenge, inform, excite and encourage
- active participation of pupils in their learning through dialogue with teachers and other students
- an entitlement beyond subject teaching, including preparation for adult life and the world of work

Identification

More able, gifted and talented students are identified by making a judgement based on an analysis of various sources of information – quantitative and qualitative – such as: test scores, teacher nomination, recommendations from feeder schools, peer and self-nomination, predicted grades/results and specific criteria developed by subjects or their professional associations. This information is gathered initially by department heads and department G&T representatives on the instigation of the Gifted and Talented Coordinator and recorded on SIMS – a fluid system, enabling staff to add, suspend or remove students throughout the academic year and which incorporates notes on the reasons for either inclusion or removal.

Enrichment and Extension Activities

These are manifold, subject to change, respond to new directives and are therefore under constant review; however, at any one time, there is a rich variety of mentoring, activities and possibilities across and extra to the curriculum.

Responsibilities

The Gifted and Talented Coordinator liaises with and advises Heads of Department, G&T department representatives, SLT and the Governors of the activities and requirements of the G&T cohort and promotes current and new strategies for engaging with this cohort.

A link to the full G&T policy is here: **G&T POLICY**

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

It is acknowledged that pupils with an alternative language or cultural background do not have special educational needs in the accepted sense but may require additional provision. Pupils with EAL will be identified from the information gathered from primary school, parents and the student themselves. The Head of Lower School and EALCO will monitor all new entrants.

The name of any student identified as having English as an additional language will have their name placed on the EAL register. All staff will ensure teaching and learning appropriate to the student's needs. The school is committed to the development of identification and tracking systems in order to ensure attainment at a level appropriate to ability and to prevent under-achievement.

THE SIXTH FORM

Spalding High School sixth form is open to students of both sexes and offers a wide range of AS and A2 subjects. General entry requirements and those which are subject specific are listed below. These requirements are not negotiable and apply to both internal and external candidates.

Students are also required to have a good reference from their present school which must show a clear commitment to academic study, a willingness to work hard and to contribute to the life of the school. For internal candidates, previous school reports will take the place of the reference. Our sixth form is not suitable for everyone, and the requirements are aimed at ensuring that students are suited to a formal and rigorous academic education.

The booklet 'Going to School in Lincolnshire' gives information about the County Council's sixth form policies (or www.lincolnshire.gov.uk/schooladmissions).